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THE FOUNDERS OF THE
NATIONAL CONGRESS OF
PARENTS AND TEACHERS



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PHOEBE APPERSON HEARST

Founders Day Message

FOUNDERS DAY — Child Welfare Day: What a wealth of meaning and potentiality is contained in these words! Thirty-three years ago, in the mind and heart of Mrs. David O. Mears, was born the vision of this anniversary celebration, a time set apart in the year's activities to honor those who have been leaders in the past and to mark the way for future achievements and progress.

Amid the devastating turmoil of war, let us pause in reverent appreciation of those whom we are so proud to honor. Let us recast our parent-teacher activities, as they would have desired, to work more effectively toward security and happiness for all children everywhere. Let us count it a privilege to play even a minor role in developing a better world and in searching for bases upon which to build a just and lasting peace.

Mrs. Mears' often-repeated wish for this anniversary celebration may well be echoed by all of us today: May the Founders Day observance continue to be dear to the hearts of all Congress members. May it call forth loyal service and be an abiding inspiration.

Mabel N. Raymond

National Chairman,
Committee on Programs and Founders Day

COPY OF TELEGRAM SENT TO PRESIDENT ROOSEVELT

The Executive Committee of the National Congress of Parents and Teachers, meeting in Chicago January 15 and 16, discussed problems entailed by the lowered age level of the United States forces. Recognizing that the majority of the boys aged 17 to 19 now living in military camps have been accustomed to a certain amount of supervision by parents and guardians, we believe that a substitute for this supervision should be provided by military authorities in the face of certain conditions prevailing near military areas. Accordingly, the following resolution was adopted:

"Inasmuch as men 18 and 19 years old are now subject to the draft, thus lowering the general age level of the armed forces, the National Congress of Parents and Teachers urges that particular attention be directed to restricting the sale of intoxicating beverages and eliminating prostitution near military camps and military areas."

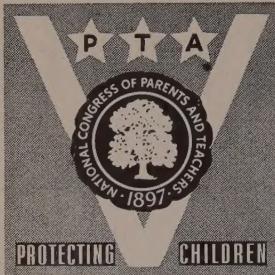
Mrs. William Kletzer, President

MAKE EVERY MEETING COUNT

IN THE Eastern states, only essential driving is now permitted. There is a possibility that driving will be restricted also in other areas in the months to come. What has all this to do with parent-teacher associations? Just this: The association that hopes to continue effectively its meetings in the wartime inter-

est of children and youth must make every meeting count. Let us see to it that some plan, some project, some decision important to the war effort shall emerge from every P.T.A. gathering. Our work is a wartime essential. Let us perform our tasks in such a manner that nobody can question their importance.





ANSWERING *Wartime* QUESTIONS

FOR some time the War Committee of the National Congress has been receiving a constant succession of inquiries and suggestions as to the most efficient ways of meeting wartime difficulties encountered in carrying out the parent-teacher program. This committee, accordingly, met recently in Chicago to review both problems and possible solutions. The conference resulted in the data here listed for the benefit of parent-teacher associations everywhere. It should be borne in mind that the suggested answer to each question is the result of actual experience in one or more parent-teacher associations.

THIS IS WHAT THEY ASKED

- How can we hold parent-teacher meetings under present transportation difficulties?
- How can we carry on P.T.A. activities in rural and consolidated schools if we must cut down on the number of meetings?
- How can county councils meet during emergency travel restrictions?
- How can we keep local members informed about the current P.T.A. program?
- What about distributing state and national information?
- Shall we cooperate in Red Cross drives, USO drives, and other wartime campaigns? If so, how?
- What should be done when the OCD sets up a block plan and P.T.A. block mothers are organized?

THIS IS WHAT THEY ANSWERED

Use every available means of transportation: In larger towns and cities—street cars, buses, and other forms of mass transportation; in smaller towns and rural areas, explore the possibility of using horse-drawn vehicles. Restricted modes of travel may be turned into an asset if all the fun and good-fellowship of the sleigh ride or the hay ride can be associated with the trip to and from the P.T.A. meeting. Victory walking groups could be organized where distances are not too great. And no matter where you live—if you ride, always share!

Decide on essential projects and create neighborhood committees to carry them through. Project examples: recreation, school lunch, health and the Summer Round-Up, Victory gardens, study groups, etc. The members of each committee should be selected with a view toward facilitating committee work. In some cases this will mean that committee members will have to live close together; in other cases it will mean that the committee should have a representative in each of the communities serving the school. In a consolidated school, for certain projects it might be wise to appoint sub-committees to work in each township which is a part of the consolidated district.

County councils can meet on Saturdays so that members may combine the meeting with their necessary shopping and other business conducted at the county seat. If the meeting is held around the noon hour, potluck luncheons might be convenient and might secure a record attendance.

Urge regular attendance at meetings; use newspaper publicity, mimeographed releases and the telephone. A wide and immediate distribution of the mimeographed release may be secured if school children take it home to their parents. An active telephone committee to keep members informed is especially useful when meetings have to be skipped because of bad weather or transportation restrictions. Whenever a meeting is eliminated the mimeographed sheet should contain the information that would have been available to the members at the meeting. Special radio programs may be conducted by councils or local units. (A radio script service will soon be available from the National Office.)

Present excerpts from the *National Congress Bulletin* and the state bulletin at every meeting; also distribute copies and excerpts of this material in mimeographed letters and releases. Make sure that both state and national bulletins reach all committee chairmen. Every local association should have at least three subscriptions to the *National Parent-Teacher*—one for the president, one for the principal's office, and one for circulation among members of the executive committee. Funds for this purpose may be taken from the association budget on vote of the association.

Urge members to cooperate in patriotic drives if these do not result in neglect of family responsibilities or P.T.A. duties. Money raised for P.T.A. activities is earmarked money and should not be voted for other purposes. If the association wishes to answer a specific appeal for funds, money should be raised especially for that purpose. Set up a committee to receive and transmit personal donations from parent-teacher members to such cooperating organizations as the Red Cross, the USO, and the community war fund, and encourage this form of *individual* contribution.

In most cases the duties of the OCD block leader and the P.T.A. block mother do not overlap. Where there is uncertainty, go to the OCD and explain the situation; describe the block mother plan of organization; ascertain the exact function of the OCD block setup; and use P.T.A. block mothers for services to children not covered by the plans of the OCD. (See *War Handbook*, pp. 14-15.)

- How may we cooperate with community organizations and agencies without losing our identity as a P.T.A.?

- How shall the present school lunch program be continued after withdrawal of WPA?

- How can we continue our night meetings if we expect a blackout at any time?

Organize classes in child care, nutrition, home nursing, and the like, within the P.T.A. structure, and secure leaders from the authorized agencies. If your association is too small to organize such classes, join with some other P.T.A. for this purpose. If neither is feasible, arrange a definite P.T.A. quota for a class already organized. To cooperate with the rationing program, publicize information at P.T.A. meetings and recruit a definite P.T.A. quota, to be known as such, for service in registering the citizens of the community. Similar cooperation should be rendered to Government agencies on request.

The P.T.A. promoted school lunches before there was any WPA. Do what you did before—or what other associations have done. Be sure to set up standards requiring regular health examinations of all persons handling food; plan menus on the basis of local and available produce and of good nutritional values. Encourage Victory gardens for home, school, and community. Encourage canning and drying of fruits and vegetables. Plan food storage for following year. Urge all volunteer workers to take advantage of all available training in nutrition and food preparation (see manual from U.S. Department of Education). In certain areas classes in gardening may also be established, with leaders from county agencies or other agricultural bureaus.

Cooperate with the school board in obtaining suitable blackout curtains for the room in which your meetings are held. With effective curtaining and such other precautions as are recommended for use during blackouts, your program can proceed as usual. This blackout equipment will also make it possible for the school to continue some of its worth-while extracurricular student activities.

NATIONAL CONGRESS RADIO BROADCASTS

THE FAMILY IN WAR

*Time: Saturdays, 2:45-3:00 E.W.T.
Over: NBC Network.*

January 23—War Marriages

January 30—Don't Repeat That Rumor

February 6—On the Farm Front

February 13—Can Our Children Face It?

February 20—Learning About Rationing

February 27—When Children Become Delinquent

March 6—Should Mother Take a War Job?

March 13—Is Hatred Necessary?

Watch the *National Congress Bulletin* for further information and announcements of programs.

The subscription rate of the *National Parent-Teacher* is \$1 a year. Make check or money order payable to NATIONAL PARENT-TEACHER and mail subscription to NATIONAL PARENT-TEACHER, 600 S. Michigan Blvd., Chicago, Ill.

Who are these Baxters?

"Who are these Baxters we hear so much about?" we overheard someone saying not long ago. Why, your old friends Marge and Bill, of course, those famous "average Americans" who shared with all parent-teacher listeners last year the interesting problems and activities centering about their home, their growing family, and their community. They're back on the air again in "The Family in War", discussing and solving problems. They will be heard every Saturday from 2:45 to 3:00 p.m., E.W.T., for thirteen weeks beginning January 23. As before, the Baxters will be presented through the courtesy of the National Broadcasting Company. The "Voice of the P.T.A." will follow each broadcast with a brief summation.

SPECIAL FOUNDERS DAY BROADCAST

A special discussion broadcast over the CBS network will commemorate Founders Day, February 17, 1943, at 3:15 to 3:30 Eastern War Time. The participants, Mrs. William Kletzer, president of the National Congress of Parents and Teachers, and Miss Katharine Lenroot, chief of the Children's Bureau, U. S. Department of Labor, will discuss the vital problems of child welfare that emerge from the rapidly changing conditions of war.

EXPRESSING OUR APPRECIATION

MRS. WILLIAM KLETZER, national president, has expressed deep gratification at the good response to her recent request that each local P.T.A. president be responsible for one new subscription to the *National Parent-Teacher*. The wider the circulation of the Magazine, the more effective the parent-teacher program, especially in times like these. Sound help for the parent-teacher war effort was never more needed than today.

The original deadline set for response to Mrs. Kletzer's card was December 31. However, many local presidents who, on account of the Christmas congestion of the mails, did not receive their cards until some time in January, have written to the National Office reporting the delay. Mrs. Kletzer has accordingly set the deadline forward to Founders Day, February 17, and she hopes by that time to have a favorable response from every P.T.A. president in the land! Please address your letter with the new subscription to Mrs. Kletzer personally.

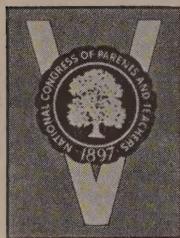


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PUT THE P.T.A. Hallmark ON YOUR WAR EFFORT



THE wholehearted cooperation of parent-teacher members in the various war efforts of worthy and time-tested organizations of similar intent has been a stirring and stimulating spectacle.

More, it has been a deeply moving spectacle. It has indicated to the world how great and how active a segment of America is already able and willing to accept the cooperative principles of that better world which, it is devoutly hoped, will emerge from the turmoil of this global war.

The National Congress of Parents and Teachers is a mighty organization of nearly three million men and women — fathers, mothers, and teachers — among whom are numbered thousands of the best-equipped workers in the entire field of child welfare and community betterment. Such an organization cannot and must not be content with *cooperation alone*. Its 28,000 P.T.A.'s must create if they are to survive in their original strength. They must create all the more if they are to grow in either strength or numbers. They must continue to promote projects that bear the unique and unmistakable stamp of the P.T.A. Such projects should be a prominent part of the war program of every community.

What can local leaders do, then, to set the seal of parent-teacher sponsorship upon some of the community's wartime efforts?

Probably the first step is to take the P.T.A. *War Handbook* and look over the helpful activities there listed, checking all those which *could* be conducted by the P.T.A. *alone*. The resulting list would furnish a basis for action . . . and it would leave plenty of margin for cooperation with other organizations! We offer the following activities as typical. All were selected from the *War Handbook*, a copy of which is now in the hands of every local president.

1. Study Courses.—Study courses in nutrition, conservation, health, morale, recreation, parent education, and juvenile protection may be conducted by any parent-teacher group. An abundance of help is available from publications of the U. S. Government and of the National Congress of Parents and Teachers. Even

a specialized course, such as a course in first aid or home nursing, can be conducted by the P.T.A. if a qualified leader is authorized by the proper authorities.

2. Salvage Campaigns.—A great many parent-teacher associations are already conducting their own salvage campaigns, and this is an excellent way of raising their local budgets.

3. Block Mothers.—Here we have a project that is uniquely parent-teacher, for it *originated in the organization*. It is an excellent project, therefore, with which to emphasize the P.T.A. role in the winning of the war.

4. Safety.—There are so many possible projects in the field of safety, especially where school-age children are concerned, that no group will have difficulty in finding plenty to do both individually and jointly with other groups. This is a good field in which to make a point of maintaining at least one exclusively parent-teacher project.

5. Recreation: Aid to Servicemen.—Here the field is wide open at all times. Here, too, many parent-teacher units are performing strongly individualized service. There are perhaps fewer obstacles to effective parent-teacher work in these fields than in any other.

6. Wartime Finance.—A local unit may conduct its own drive for the sale of war bonds and stamps, and it may hold its own study course on inflation, consumer training, and point rationing. Furthermore, within the limits of parent-teacher policies and principles, it may raise money to build a parent-teacher emergency war fund to be used in furthering the cause of victory.

PARENT-TEACHER programs down through the years have helped to strengthen and protect the very fibre of our American way of life. Many of our sons and daughters now serving in the armed forces owe their vigorous health, their educational skills, and their steady

WILL all local associations that have not already returned the war activities questionnaire please do so without delay? These data are urgently needed for completion of our records and integration into the total parent-teacher war effort.

fast ideals to the principles and purposes labored for unceasingly in thousands of parent-teacher groups throughout America. The only reward sought by the P.T.A. for all this tireless work is the improvement of family, school, and community conditions for children and youth. This attitude, following as it does the consecrated ideals of the Founders, is entirely in keeping with parent-teacher purposes and worthy of all possible praise. Nevertheless, organizations grow through recognition. Legitimate credit, legitimately earned and modestly assumed, is the lifeblood of achievement.

Let us then cooperate willingly and effectively wherever cooperation is called for. Let us furnish our full quota of workers for essential community war projects. But let us at the same time maintain our organizational identity as a vital, purposeful, steadfast army of devoted workers for the good of children and youth. Our goals are unique, for in the fullest sense they belong to us alone; no other organization takes account of them all. On the strength and integrity of our present program will depend, to a very great extent, the future of the P.T.A. as an organization whose voice is clearly heard in the counsels of America.

PARENT-TEACHER PARENTHOOD

From Oklahoma comes a suggestion that parent-teacher associations devise some means of honoring parents who have maintained active parent-teacher membership throughout the years in which they were bringing up their families. One Oklahoma family, recently commended on the floor of the House of Representatives for its all-out participation in the war effort, both civil and military, has been a parent-teacher family for thirty-six years.

